

剑桥英语 听力教材

Active Listening



教师用书

TEACHER'S EDITION



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MARC HELGESEN AND STEVEN BROWN

Active Listening

INTRODUCING

Skills for Understanding

剑桥英语听力教材

(初中部分)

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教师用书



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Plan of Book

	Topics/ Functions	Listening Skills	Grammar/ Vocabulary
Before you begin: Learn how to listen	Explaining types of listening	Listening for the main idea Listening for specific information Listening "between the lines"	
Unit 1: Meeting new people	Meeting people	Choosing appropriate responses Understanding personal information questions	Yes-no questions (present of <i>be</i> and simple present)
Unit 2: Brothers and sisters	Discussing family relationships	Understanding descriptions of people Following directions	Possessive adjectives Simple present Family words
Unit 3: Numbers	Asking for and giving (numerical) information	Understanding and processing numbers Understanding sports scores	Numbers
Unit 4: Let's eat!	Talking about food and places to eat	Inferring topics Understanding suggestions	<i>Let's . . .</i> Names of foods
Unit 5: Your free time	Talking about free-time activities	Identifying frequency Confirming and revising predictions	Frequency adverbs
Unit 6: That's a nice shirt.	Giving opinions about and describing clothing	Understanding descriptions of clothing Understanding reasons	Descriptive adjectives Clothing words
Unit 7: Furniture and houses	Describing things in a house and what they are for	Inferring topics Understanding descriptions of things	Simple present for descriptions Names of furniture and rooms in a house
Unit 8: How do you start your day?	Talking about routines	Identifying routines Understanding questions about activities	Simple present Sequence markers Simple past
Unit 9: I'd like to see that!	Giving opinions about movies	Understanding responses Inferring kinds of movies Understanding evaluations	Movie genres
Unit 10: Where is it?	Describing location and giving directions	Following directions Identifying locations	Imperatives Prepositions of location

	Topics/ Functions	Listening Skills	Grammar/ Vocabulary
Unit 11: <i>The Midnight Special</i>	Enjoying a folk song	Understanding a song Identifying a sequence of events Identifying word stress	Word stress
Unit 12: Gifts and greetings	Describing gifts and greetings in different countries	Identifying reasons Identifying customs	Negative imperatives (<i>Don't . . .</i>) <i>You shouldn't . . .</i>
Unit 13: Time changes everything.	Talking about what people did when they were younger	Identifying jobs Understanding personal information questions	Past with <i>used to</i> Names of jobs and occupations
Unit 14: Can you describe it?	Describing people, things, and events	Understanding descriptions of people and things Understanding descriptions of events	Descriptive adjectives
Unit 15: Languages	Talking about the languages of the world	Identifying countries Distinguishing types of English	American and British vocabulary and pronunciation differences
Unit 16: I like that!	Discussing likes and dislikes	Identifying preferences Understanding instructions	Infinitives (<i>to +</i> verb) and gerunds (verb + <i>-ing</i>)
Unit 17: Strange news	Evaluating newspaper headlines and stories	Understanding newspaper headlines Understanding summaries Evaluating information	Simple past
Unit 18: Holidays	Talking about holidays and customs in different countries	Identifying dates Identifying events	Present tenses: present of <i>be</i> and simple present for descriptions
Unit 19: Inventions	Describing inventions and where they came from	Understanding specific information Identifying the purpose of something	Infinitive of purpose: (<i>You can use it to . . .</i>)
Unit 20: Folktales	Appreciating folktales	Identifying a sequence of events Understanding and enjoying a story	Simple past

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Students' introduction

Welcome to *Active Listening: Introducing Skills for Understanding*. We hope this book will help you learn to listen to English more effectively. You will practice listening to English. At the same time, you'll learn "how to listen." That is, you'll learn to make use of the English you already know. You'll also think about your reasons for listening. When you do that, listening and understanding become much easier.

This book has twenty units. Each unit has five parts:

- **Warming Up** Warming Up activities will help you remember what you know about the unit topic. This is an important step. It helps you get ready for listening.
- **Listening Task 1** You will listen to people in many different situations. Sometimes you'll listen for specific information such as numbers and places. Other times, you'll have to use what you hear to figure out things that aren't said directly. For example, you'll need to decide how strongly people feel about things they like and dislike.
- **Culture Corner** This is a short reading. It gives information about the unit topic.
- **Listening Task 2** Listening Task 2 is on the same theme as Listening Task 1, but it is a little more challenging.
- **Your Turn to Talk** This is a speaking activity. You will use the language you have just heard. You will do this task in pairs or small groups.

Listening tips

- Why are you listening? Ask yourself, "What do I need to know? What do I need to do?" You will listen to many kinds of language and do many kinds of tasks. You will need to listen in different ways. These ways are explained in the first unit, "Before You Begin." In Units 1–20, each listening task has a box at the top of the page. The box tells you the purpose of the activity.
- The tapes that go with the book are very natural. You won't be able to understand every word you hear. That's OK. You don't need to. Listen for the general meaning.
- Don't worry about words you don't know. Many students look up every new word in their dictionaries. Here's an idea: When you hear a new word, just listen. When you hear it a second time, try to guess the meaning. When you hear it a third time and still don't understand, then look it up in your dictionary.

We hope you enjoy using this book, and we hope you learn to be a better, more active listener.

Teacher's introduction

Active Listening: Introducing Skills for Understanding is a course for high-beginning to low-intermediate students of North American English. As the name implies, the course recognizes that listening is a very active process. Learners bring knowledge to the class and perform a wide variety of interactive tasks.

Active Listening can be used as the main text for listening classes or as a supplement in speaking or integrated skills classes.

ABOUT THE BOOK

The book includes twenty units, each with a warm-up activity; two main listening tasks; Culture Corner, a reading passage that presents information related to the unit theme; and Your Turn to Talk, a short speaking activity done in pairs or small groups. In addition, there is an introductory lesson called "Before You Begin." This lesson introduces learning strategies and types of listening, including listening for gist and inference. The lesson is particularly useful for learners whose previous experience has been limited primarily to listening for specific information, or to answering literal comprehension questions.

The units can be taught in the order presented or out of sequence to follow the themes of the class or another book it is supplementing. In general, the tasks in the second half of the book are more challenging than those in the first.

Unit organization

Each unit begins with an activity called **Warming Up**. This activity, usually done in pairs, serves to remind learners of the language they already know. The tasks are designed to activate prior knowledge or "schemata." In the process of doing the warm-up activity, students work from their knowledge and, at the same time, use vocabulary and structures that are connected with a particular function or grammar point. The exercise makes the listening tasks it precedes easier because the learners are prepared.

Listening Task 1 and **Listening Task 2** are the major listening exercises. The tasks are balanced to include a variety of listening types including listening for gist, identifying specific information, and understanding inferences. The purpose of each task is identified in a box in the top-right corner of each page. Because *Active Listening* features a task-based approach, learners should be doing the activities as they listen, rather than waiting until they have finished listening to a particular segment. To make this easier, writing is kept to a minimum. In most cases, students check boxes, number items, or write only words or short phrases.

Culture Corner is a short reading passage on the theme of the unit. In most cases, you'll want to use it as homework or as a break in classroom routine. Each Culture Corner ends with one or two discussion questions.

Your Turn to Talk, the final section of each unit is a short, fluency-oriented speaking task done in pairs or small groups. In general, corrections are not appropriate during these activities. However, you may want to note common mistakes and, at the end of the period, write them on the board. Encourage learners to correct themselves.

Hints and techniques

■ Be sure to do the Warming Up section for each unit. This preview can foster a very healthy learning strategy. It teaches the students "how to listen." Also, it makes students more successful, which, in turn, motivates and encourages them.

■ In general, you'll only want to play a particular segment one or two times. If the learners are still having difficulty, try telling them the answers. Then play the tape again and let them experience understanding what they heard.

■ If some students find listening very difficult, have them do the task in pairs, helping each other as necessary. The Teacher's Edition contains additional ideas.

■ Some students may not be used to active learning. Those learners may be confused by instructions since they are used to a more passive role. Explaining activities is usually the least effective way to give instructions. It is better to demonstrate. For example, give the instruction as briefly as possible (e.g., "Listen. Number the pictures."). Then play the first part of the tape. Stop the tape and elicit the correct answer from the learners. Those who weren't sure what to do will quickly understand. The same technique works for Warming Up and Your Turn to Talk. Lead one pair or group through the first step of the task. The other learners watch. They quickly see what they are supposed to do.

Active Listening: Introducing Skills for Understanding is accompanied by a *Teacher's Edition* that contains a complete tapescript, step-by-step lesson plans, and expansion activities, as well as grammar and general notes.

FEATURES OF THE TEACHER'S EDITION

Each unit includes step-by-step lesson plans for Warming Up, Listening Task 1, Listening Task 2, and Your Turn to Talk. You'll notice that the lesson plans include "how to say it" instructions printed in *italics*. These are provided to encourage teachers to give short, direct instructions in command form since they are the easiest for learners to understand. Most lessons also offer optional steps which may be included or left out depending on the time available and the teacher's and learner's interest.

In addition to detailed teaching procedures for each activity, every unit of the Teacher's Edition also includes Notes, Additional Support activities, a Strategy Exercise, and Optional (listening/speaking) Activities.

The **Notes** include cultural information. They define idiomatic usage and provide grammatical explanations where appropriate.

The **Additional Support** activities provide another chance to listen and another purpose for listening. They may be used with classes that have a difficult time with listening.

The **Strategy Exercise** is designed to help students become more aware of their own language learning strategies and ways that they learn best. It will also make them aware that many different ways to learn exist. One important listening strategy is being aware of why one is listening. In the Strategy Exercise in Unit 3 of this Teacher's Edition, students are encouraged to listen to the tape twice. The first time, they focus on numbers. The second time, they listen for place names. Exercises such as this can help students become more aware what they are doing while they listen to and learn more English.

Strategies for learning a new language are not new. Good language learners have always used a variety of techniques to make progress. However, it is only recently that the field of English language teaching has begun to look at strategies in an organized way. Like any new aspect of teaching, strategies are promising, but they are not a magic key that will open every door.

We encourage you to look at the **Strategy Exercises** as you would any other language learning/awareness activity. Pick and choose. Select those you think would be of interest to your students. In general, encourage students to experiment with different ways to learn.

The **Optional Activities** are task-based listening/speaking activities that may be done any time during or after the completion of a unit. They give students a chance to use the language they have been hearing. A unique feature of this Teacher's Edition is the inclusion of **photocopiable activities** that are designed to be handed out to students.

HOW STUDENTS LEARN TO LISTEN

Many students find listening to be one of the most difficult skills in English. The following

*Thanks to Brian Tomlinson for suggesting the use of the brick-wall analogy to explain top-down/bottom-up processing.

explains some of the ideas incorporated into the book to make students more effective listeners. *Active Listening: Introducing Skills for Understanding* is designed to help students make real and rapid progress. Recent research into teaching listening and its related receptive skill, reading, have given insights into how successful students learn foreign/second languages.

Bottom-up vs. top-down processing, a brick-wall analogy

To understand what our students are going through as they learn to listen or read, consider the “bottom-up vs. top-down processing” distinction. The distinction is based on the ways learners process and attempt to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar, and the like. Top-down processing is the opposite. Students start from their background knowledge.

This might be better understood by means of a metaphor. Imagine a brick wall. If you are standing at the bottom looking at the wall brick by brick, you can easily see the details. It is difficult, however, to get an overall view of the wall. And, if you come to a missing brick (e.g., an unknown word or unfamiliar structure), you’re stuck. If, on the other hand, you’re sitting on the top of the wall, you can easily see the landscape. Of course, because of distance, you’ll miss some details.

Students, particularly those with years of “classroom English” but little experience in really using the language, try to listen from the “bottom up.”

They attempt to piece the meaning together, word by word. It is difficult for us, as native and advanced non-native English users, to experience what learners go through. However, try reading the following *from right to left*.

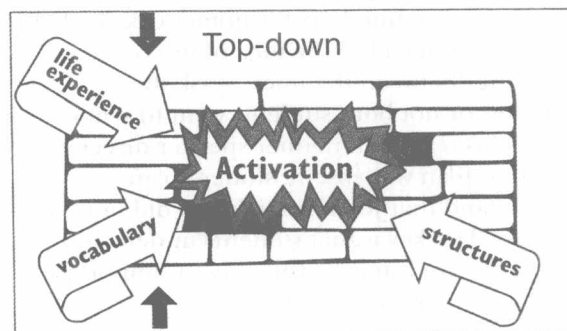
word one ,slowly English process you When
to easy is it ,now doing are you as ,time a at
word individual each of meaning the catch
understand to difficult very is it ,However
passage the of meaning overall the

You were probably able to understand the paragraph:

When you process English slowly, one word at a time, as you are doing now, it is easy to catch the meaning of each individual word. However, it is very difficult to understand the overall meaning of the passage.

While reading, however, it is likely you felt the frustration of bottom-up processing; you had to get each individual part before you could make sense of it. This is similar to what our students experience – and they’re having to wrestle the meaning in a foreign language. Of course, this is an ineffective way to listen since it takes too long. While students are still trying to make sense of what has been said, the speaker keeps going. The students get lost. Although their processing strategy is a negative, students do come to class with certain strengths. From their years of English study, most have a relatively large, if passive, vocabulary. They also often have a solid receptive knowledge of English grammar. We shouldn’t neglect the years of life experience; our learners bring with them a wealth of background knowledge on many topics. These three strengths – vocabulary, grammar, and life experience – can be the tools for effective listening.

The Warming Up activities in *Active Listening* build on those strengths. By engaging the students in active, meaningful prelistening tasks, students integrate bottom-up and top-down processing. They start from meaning, but, in the process of doing the task, use vocabulary and structures (grammar) connected with the task, topic, or function. The result is an integrated listening strategy.



Types of listening

A second factor that is essential in creating effective listeners is exposing them to a variety of types of listening. Many students have only had experience with listening for literal comprehension. While listening for specific information is an important skill, it represents only one type. We have attempted to reach a balance in the book in order to give students experience with – and an understanding of – listening for gist and inference. Students usually are quick to understand the idea of listening for gist. They can easily imagine having to catch the general meaning of something they hear. Inference – listening “between the lines” – can be more difficult. Take the following example (from the introductory unit, “Before You Begin”). The students hear the following conversation:

- Paul: Hello?
Joan: Hi, Paul. This is Joan.
Paul: Oh, hi. How are you feeling? Are you still sick?
Joan: No, I feel better, thanks. I’m going to school tomorrow. What’s the homework for English class?
Paul: The homework? Just a minute. . . .
OK, here it is. Read pages 23 and 24.
Joan: 23 and 24. OK. Thanks. See you tomorrow.
Paul: Bye.

Students listening for gist can easily identify “school” as the main topic of conversation, even though Joan and Paul also discuss the fact that Joan has been feeling sick. They are also able to pick out specific information, in this case, the page numbers for homework. To help learners understand the idea of inference – listening “between the lines” – ask them whether or not both students went to school today. Even though neither speaker directly says that Joan was absent, students can understand that Joan was sick and did not go to class. The key is that students understand what they are listening **for** is just as important as what they are listening **to**.

Many of these ideas are helpful in understanding the listening process, but they should not be seen as rigid models. We need to remember listening is actually very complex. A student listening for gist or inference may, for example, get the clues from catching a couple of specific bits of information.

LISTENING TRAINING TIPS

These are some helpful techniques you can try with your students so they become better listeners.

■ **Listen in pairs.** People usually think of listening as a solo skill – students do it alone even if they are in a room with lots of other learners. If a listening is challenging, try doing the task in pairs. Each pair uses only one book. That way, learners help each other by pointing out what they did understand rather than worrying about what they missed.

■ **Do something physical.** If a particular listening segment is very difficult, pick a specific item (colors, place names, etc.) that occurs four to eight times. Students close their books. Play the tape. Students do a physical action such as tapping their desks or raising their hands each time they hear the target item. The task is focused enough that most learners can accomplish it. The physical action gives immediate feedback/support to learners who missed it on the tape.

■ **Choose an appropriate level of support.** After students have heard a segment, check it as a group. Write the answers on the board. Then play the tape again. Learners choose their own level of support. Those who basically understood, close their eyes and imagine the conversations. Those who understood some, watch their books and try to hear the items mentioned. Those who found it quite challenging should watch you. As you play the tape, point to the information on the board just before it is mentioned.

■ **Listen a month later.** If your students found the natural speed of the recording very challenging at the beginning of the course, go back after a month or two. Replay a tape segment they heard earlier. They’ll usually find it much easier. It helps them see their own progress.


■ **Do not look at a tapescript.** Generally, don't give students the tapescript. It reinforces word and sentence level (bottom up) processing and reinforces the myth that they can't understand meaning without catching everything they hear.

Remember that although learners need practice in listening, they also need more: They

need to learn *how* to listen. They need different types of listening strategies and tasks. They need to learn to preview. Our students need exposure to it all. When learners get the exposure they need, they build their listening skills. They become active listeners.

Marc Helgesen
Steven Brown

Learn how to listen.



FROM THE PEOPLE WHO WROTE THIS BOOK

Dear students:

We hope that you learn a lot of English. We also hope that you enjoy learning it.

There are many different ways to learn. This book will help you learn to listen. Think about how you learn best. Find ways that work for you.



You need to be an active listener. When you listen, do these things:

1. Think about what you are listening to.
 - What is the topic?
 - What do you already know about the topic?
2. Think about what you are listening for.
 - What do you need to know?
 - What do you need to do?
3. When you don't understand, ask.
 - For example, you could say, "could you repeat that?"

Good luck with learning English. You can do it!

sincerely,

Marc Helgesen
Steven Brown



BEFORE YOU BEGIN

Learn how to listen.

Topic/function: Explaining types of listening

Listening skills: Clarifying and recognizing classroom requests (Listening Task 1); types of listening: main ideas (gist), specific information, and “between the lines” (inference) (Listening Task 2)

Note: Throughout this Teacher’s Edition, the symbol “T:” followed by *italic* type indicates the teacher’s script.

From the people who wrote this book

1. Hold your book so that students can see page 8. T: *Look at page 8. This is a letter from the people who wrote this book. It will help you understand “how to listen.” It will also help you know how to use the book.*

2. Read the letter (or play the tape) as the students read along silently.

3. **(Optional)** After students have listened to the letter, have them go back and underline the most important ideas. (Answers: What are you listening to? What are you listening for? When you don’t understand, ask.) OR Have them close their books. In pairs, they write what they think the most important ideas were. There is no reason the wording should be the same, only the ideas. This step can be done either in English or in their native language(s).

NOTE

• The ideas in this unit may be new to many students. As you read the letter, pause after each sentence so that students have time to think about the meaning.

Strategy exercise

Each unit of this *Teacher’s Edition* introduces a language learning strategy designed to build students’ awareness and control over their own learning. However, since the Before You Begin unit is entirely about listening strategies, an additional strategy is not recommended at this time.

The strategies in this unit are (a) prediction, (b) clarification, and (c) awareness of listening purpose (listening for gist, listening for specific information, understanding inferences).

Optional activities

(For use anytime during or after the unit.)

• **Could you repeat that?** The teacher can tell a story about something that happened recently. Students all stand. As the teacher tells the story, students interrupt the teacher using phrases from page 9. Once they have used a phrase, they can sit down. Since no one wants to be the last one standing, students will compete to interrupt. Alternatively, students can work in groups, taking turns as storyteller. Instead of standing, students in small groups can get rid of markers such as poker chips as they use the clarification phrases.

• **Places to hear English.** Students work in pairs for four minutes. Their task is to list as many places as they can in their city where they can hear or practice English. Once four minutes have passed, combine pairs. Which ideas were unique to a pair? Students may also set goals (Example: Which place will they visit first?) or rank the places.